

CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to the description and account of the steps that have been taken to conduct this study. The description and account below involve: (1) Research Design, (2) Samples and Population, (3) Data Collection Strategies, (4) Establishing Trustworthiness, (5) Data Analysis

3.1 Research Design

This study is descriptive-qualitative in which the sources of data are naturalistic inquiries. It is designed to identify types of communicative interaction in the classroom and to describe the communicative learning occur in the classroom. To achieve these goals, the study was conducted in two stages: describing and categorizing.

3.2 Population and Samples

There are eleven classes of the first grade in SMP Negeri 5 Bandung. Class 7C and 7K were chosen as the samples of the research. The participants of this study were two English teachers and whole students in class 7C and 7K.

The participants of the study are in the first year. The students have been studying English for about four years. The teachers have been teaching English for more than fifteen years and moreover, people considered SMP N 5 Bandung as a “favorite” school. There are some characteristics of the school such as

selected the students, middle high class, and smart students. The school also adopted communicative learning in English teaching and learning processes.

3.3 Data Collection Strategies

This study belongs to a non-participant observation study, in which the researcher is the key instrument for the study itself. This means that although the researcher was present in the classroom when the observation was conducted, the researcher did not participate in kinds of activities being observed though she was in the classroom. She observed and recorded the interactions between the teacher and the learners.

3.3.1 The Video Recording

Nunan (1992) supports the use of recorded data that allows for the pre observation of primary data, for example in form of audio or video recordings. This study used video shooting as a technique for capturing natural interaction used in classroom in detail. The researcher recorded the process of teaching and learning English in gathering accurate information about how the communicative learning occurs in the classroom and what type of interaction happened. Furthermore, the presence of the researcher in the class did not bother the students. They naturally interacted to each other although they knew they were recorded.

3.3.2 Observation

To describe how communicative learning and interaction occurred in the classroom, the study requires observation to collect the data. Bailey mentions (cited in Susanto: 2001) that there are two kinds of observation: a structured observation and an unstructured observation. In a structured observation the researcher counts the frequency with which certain activities under studying occur or certain things are said, while in an unstructured observation, the researcher merely observes and makes notes whatever occurs in the classroom along process of teaching and learning.

The study adopted the type of a structured observation, since the researcher observed and recorded whatever activities occurred in the classroom by using video.

3.4 Establishing Trustworthiness

There are two criteria of the data collection technique of the study, validity, and reliability. Validity refers to a criteria that a test or any measurement technique is capable of measuring outcomes that is consistent with its objectives, while reliability refers to the degree that a measurement technique measure the same thing time after time.

3.4.1 Observation Validity

Observation is considered to be a valid technique because it measures the concepts under study directly, when conducted in a natural environment. The

researcher used video shooting to collect the data; hence it recorded all the activities occurred in the classroom including non-verbal evidences performed both by the teacher and the learner. It was done more than five meetings, and involved two classes. In this way the observation was successfully conducted.

3.4.2 Observation Reliability

In a qualitative study, the researcher is the key instrument of the data collection. It was realized that the researcher's subjectivity was crucial and could threaten the study. There was a question of truth or bias between that which occurred, observed, and described. Objectivity is seen as a fit between what the observer record and what actually occurs in the setting (Bogdan and Biklen, 1982: 44) cited in Susanto (2001).

The idea of researcher' reliability was checked by playing back video recordings. This was used to check the researcher's accuracy in identifying and describing the phenomena. Also, the researcher tried to do it as objectively as possible.

3.5 Data Analysis

The study adopted descriptive qualitative method. Mc Millan and Scumacher (2001) explain that:

The goal of qualitative research is first concerned with understanding the social phenomena from the participants' perceptives. Understanding is acquired by analyzing many contexts of the participants and by narrating participants' meaning for these situations and events. Participants' feeling such as their feelings, beliefs, ideas, thoughts, and actions.

To analyze the data, the researcher used inductive analytical approach. Inductive analysis means that categories and pattern emerge from the data rather than being imposed on data prior to data collection. (Mc Millan & Scumacher. 2001, p: 462)

In analyzing how communicative learning and types of interaction occurred in the classroom, the researcher employed some steps:

1. Describing

The researcher described classroom activities from the recorded data by using questions relating to the principal features of the COLT (Communicative Orientation of Language Teaching) scheme proposed by Nunan (1992). The COLT consists of two parts. Part A focuses on the description of classroom activities and consists of five major parts: the activity type, the participant organization, the content, the student's modality, and the materials. Part B relates to communicative features, and isolates seven of these: the use of the target language, information gap, sustained speech, reaction to code or message, incorporation of preceding utterance, discourse initiation, and the relative restriction to linguistic form.

3.1 Descriptions of classroom activities

| <i>feature</i> | <i>Questions</i> |
|-------------------------------------|---|
| <i>Part A: Classroom Activities</i> | |
| 1a. Activity type | What is the activity type- e.g., drill, role-play, dictation? |
| 2a. Participant organization | Is the teacher working with the whole class or not? Are students working in groups or individually? If group work, how is it organized? |
| 3a. Content | Is the focus on classroom management, language, (form, function, discourse, |

| | |
|---|---|
| | sociolinguistic), or other? Is the range of topic broad or narrow? Who select the topic- teacher, students, or both? Are students involved in listening, speaking, reading, writing, or combinations of these? |
| 4a. Students modality | What types of material are used? How long is the text? What is the source/purpose of the materials? How controlled is their use? |
| 5a. Materials | |
| <i>Part B: classroom language</i> | |
| 1b. Use of target language | To what extent is their target language used? |
| 2b. Information gap | To what extent is requested information predictable in beginner? |
| 3b. Sustained speech | Is discourse extended or restricted to a single sentence, clause, or word? |
| 4b. Reaction to code or message | Does the interlocutor react to code or message? |
| 5b. Incorporation of preceding utterance | Does the speaker incorporate the preceding utterance into his or her contribution? |
| 6b. Discourse initiation | Do learners have opportunities to initiate discourse? |
| 7b. Relative restriction of linguistic form | Does the teacher expect a specific form, or is there no expectation of particular linguistic form? |

2. Categorizing

Categorizing is an abstract name that represents the meaning of similar topics.

The researcher identified the data into categories with subcategories.

3.2 Categorizing of the Data

| Main Category | Sub-Category |
|----------------------|---|
| Types of Interaction | <ul style="list-style-type: none"> a. Teacher-Class Interaction b. Teacher-Group Interaction c. Teacher-Students Interaction d. Students-Students Interaction e. Student-Content Interaction f. Student-Interface Interaction |

3. Analyzing

Finally, the result of data description and categorization were analyzed based on the research questions.

